

## **2003-2004 School District Review Program**

### **INFORMATION AND INSTRUCTIONS**

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## **I. GENERAL INFORMATION**

### **Background**

The school district review program, conducted by the U.S. Census Bureau every two years, is of vital importance for your state's allocation under Title I of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001, Public Law (P.L.) 107-110. The updated school district boundary information submitted through this program, along with the Census 2000 population and income data, current population estimates, and tabulations of administrative records data, such as Federal income tax returns, are used in forming the Census Bureau's estimates of the number of children aged 5 through 17 in low-income families for each school district. These estimates of the children in low-income families residing within each school district are the basis of the Title 1 allocation for each school district in your state.

The materials on this compact disk (CD) reflect the 2001-2002 school district names, Federal Local Education Agency (LEA) identification (ID) numbers, and boundaries, and include corrections to the 2001-2002 school districts that were received through a special limited review in Spring 2003. NOTE: Some states identified school district boundary errors in response to the special Spring 2003 review, but they did not submit maps that show the corrected boundaries. We request that these corrections be re-submitted as part of this program.

### **Overview**

The purpose of the 2003-2004 School District Review Program is for state officials to review the Census Bureau's 2001-2002 school district information and to provide the Census Bureau with updates and corrections to the school district names, Federal LEA ID numbers, boundaries, and grade ranges (see below for a definition of the Census Bureau's grade ranges). In addition, the review encompasses only Type 1 and Type 2 school districts as defined by the National Center for Education Statistics (NCES). (Type 1 is a local school district that is not a component of a supervisory union, and Type 2 is a local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.)

The purpose of this document is to provide state education officials with all information needed for responding to the 2003-2004 School District Review Program. This document provides information about materials being furnished, including information that identifies the specific instructions and materials that apply to each individual state. Some of the information in this document may not apply to your state due to the geographic nature of the school districts within your state. Each CD or set of CDs that the Census Bureau provides to each state will include all of the program materials that apply to that state.

The Census Bureau has expanded the scope and content of the current school district review program in order to improve the accuracy and completeness of our information about school districts. Here are brief descriptions of the improvements and changes to the scope of the program:

- The Census Bureau is providing each state with a full set of school district annotation maps as portable document files (PDF) on one or more CDs. This is the first time that the Census Bureau is providing the maps as PDFs and it also is the first time that the full set of maps is being provided to the states. The Census Bureau **will still furnish paper plots** of school district maps, but only if requested.
- For the first time we are including various data files that list information about the 2001-2002 school districts. We are requesting that you review and update or correct the file that lists the names, Federal LEA ID numbers, and grade ranges of the school districts in your state. The other data files provide a summary of the geographic relationships between school districts and local governments that are represented on the maps. These other files may be helpful in your review of the school district boundaries.
- The review will include a verification phase for the first time. The Census Bureau will provide state officials with an opportunity to review school district information after their submitted school district updates and corrections are captured and processed by the Census Bureau. The verification phase will occur sometime in April 2004, and will be brief in duration due to the Census Bureau's processing timetable requirements. The specific dates of the verification phase are not available at this time.
- The Census Bureau will maintain a 2003-2004 School District Review Program web site where we will provide information about the 2003-2004 School District Review Program. The web site also will include links to copies of all documents, files, and maps that the Census Bureau is providing states.

### **2003-2004 School District Review Program Reference Date**

We request that the school district information that you submit reflect the 2003-2004 school districts as they exist or will exist on **January 1, 2004**.

### **2003-2004 School District Review Program Timetable**

We request that you adhere to the following timetable:

- January 16, 2004 - Final date for requesting paper copies of school district maps.
- February 13, 2004 - Final date for submitting school district changes.
- May 1, 2004 - Final date for submitting verification changes.

### **Contact and Shipping Information**

Primary Contact:

Ms. Jamie Rosenson (301) 763-1112

Alternate Contacts:

Ms. Donna Zorn (301) 763-9053

Mr. Wes Flack (301) 763-8630

Fax: (301) 457-4710

Email: [school04@geo.census.gov](mailto:school04@geo.census.gov)

NOTE: There are **two shipping addresses**, one for **US Mail** and the other for shipping via **private carriers** such as FedEx, UPS, DHL, etc. **Please use the appropriate address** for the method of shipment since the use of the wrong address may either delay the delivery or your shipment may be returned as undeliverable.

#### **SHIPPING ADDRESSES**

##### **Via U.S. Mail**

Mr. Ian Millett  
Geography Division  
U.S. Census Bureau  
Washington, DC 20233-7400

##### **Via UPS, FedEx, etc.**

Mr. Ian Millett  
Geography Division  
Washington Plaza I, Room 326  
8903 Presidential Parkway  
Upper Marlboro, MD 20772

## II. DESCRIPTION OF THE FILES BEING PROVIDED ON CD

### School District Inventory and Grade Range File

The School District Inventory and Grade Range File is named "**ssSDGradeRangeList.txt**" ("ss" represents the two-letter postal state abbreviation). The file is a listing of all the 2001-2002 school districts that the Census Bureau has in its database. Included in the file is the school district name, Federal LEA ID number, and grade range for each school district (see Section III for a definition of Census Bureau grade ranges). We request that you review the information contained on this listing and provide us with updates and corrections that apply to the inventory of school districts, the official school district names, the Federal LEA ID numbers of the school districts, and the grade ranges of the school districts.

This file may contain school districts that are not Type 1 or Type 2 school districts. These school districts are flagged in the file as follows: Pseudo (A), Department of Defense (B), Interstate (C), and BIA (D). A pseudo school district exists where a Type 1 or Type 2 school district is financially responsible for children of a different grade range in different parts of its service area. For example, a K-12 district in rural territory may also be financially responsible for grades 9-12 in a city where there is a separate elementary (grades K-8) school district. The Census Bureau creates these pseudo school districts in order to facilitate the correct allocation of children.

### School District Map Files

The Census Bureau has created a set of school district maps, provided as PDFs, for those states where the school districts are not primarily coextensive with counties (maps were not created for Hawaii, Florida, Louisiana, Maryland, Nevada, Virginia, and West Virginia).

The maps are arranged in county-based map series consisting of one county index map and multiple large-scale annotation maps. The maps are arranged on the CD in county folders. The county folders are named "**stcou\_County Name**" where "st" represents the two-digit FIPS state code and "cou" represents the three-digit FIPS county code. For example, the county folder name for Cook County, Illinois would be "17031\_Cook." Each individual map PDF file is named "**COU\_<st><cou>\_<nnn>.pdf**." The "nnn" that is part of the map sheet file name represents the map sheet number with "000" assigned to the county index map, and "001" assigned to annotation map sheet number 1, and so forth. For example, map sheet 15 for Cook County, Illinois would be "COU\_17031\_015.pdf."

NOTE: The maps display the school districts in three categories; unified, secondary, and elementary. The Census Bureau has assigned each school district to one of these categories based on the **operational** grade range of the school district, not on its financially responsible grade range (even if that is different than its operational grade

range). For example, a school district will appear on the maps as an elementary school district if it operates K-8 schools and pays another school district to provide education for children in grades 9-12.

### **School District County Coverage File**

The School District County Coverage File is named "**ssSDCounty.txt**." The file lists the school districts in the county or county equivalent(s) in which they are located. A separate record is included in the file for each unique school district/county combination. The file contains two sets of records, one set sorted by school district (arranged to show the county or counties in which a school district is located) and the other set sorted by county (arranged to show the school districts that are located in each county).

This file reflects the boundaries of the 2001-2002 school districts as shown on the school district maps. Use this file to locate maps for each school district and to review the extent of the areas of school districts as they relate to counties.

### **School District Relationship Files**

The Census Bureau provides the "**ssSDListing-bySD.txt**" and the "**ssSDListing-byGEO.txt**" files to eight states (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont) where most school districts are coextensive with one or more incorporated places and/or county subdivisions. Similar to the School District County Coverage files (see above), these two files contain records for each school district/incorporated place and school district/county subdivision combination. The "**ssSDListing-bySD.txt**" file is sorted by Federal LEA ID number (for use in reviewing the local governments that are associated with each school district) and the "**ssSDListing-byGEO.txt**" file is sorted by geography (for use in reviewing the school districts that comprise each local government).

### **School District/Legal Entity Coextensive File**

The School District/Legal Entity Coextensive File, named "**ssSDCoextensive.txt**," is being provided to those states (Alabama, Alaska, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Utah) where **some** of the school districts are **legally coextensive** with counties, county equivalents, or incorporated places. Currently, the Census Bureau maintains these coextensive relationships without the need for states to submit school district changes for the listed school districts. All changes to the school district boundaries are obtained through the Census Bureau's annual Boundary and Annexation Survey (BAS). We only change the boundaries of these school districts when we receive changes to the counties, county equivalents, and incorporated places. Please review these listings and notify us where we should no longer maintain a coextensive relationship that no longer exists, or where we should create and maintain a relationship.

We also would like responses from states that did not receive a School District/Legal Entity Coextensive File or School District Relationship Files if there are school districts in your state that are legally coextensive with local governments.

### **2003-2004 School District Review Program Web Site**

All of the files and maps that are provided on the CD will be available on the Census Bureau's 2003-2004 School District Review Program web site:

<[http://www.census.gov/geo/www/schdist/sch\\_dist.html](http://www.census.gov/geo/www/schdist/sch_dist.html)>

Initially, the site will only contain general information about the program, and the links to the files and maps will be added as they become available.



### III. REPORTING UPDATES AND CORRECTIONS

The Census Bureau encourages each state to review the school district information in the enclosed files and maps and to submit updates and corrections that **reflect the 2003-2004 school districts as they exist or will exist on January 1, 2004. Submit all school district information, updates, and corrections by February 13, 2004.**

The following is a list of the school district information that the Census Bureau is requesting states to review, update and/or correct:

#### Official School District Names

This is the first time that the Census Bureau is directly asking states to review the school district names that the Census Bureau has in its database. The official school district name should be its legal name including any state-used descriptive wording, such as "Independent School District" or "Consolidated School District" or "Supervisory Union."

Please review the school district names as they appear in the **School District Inventory and Grade Range File**. Submit changes to the Census Bureau as follows:

- Annotate changes on a paper copy of the file, or
- Add an additional field(s) to the file where your changes are entered.

NOTE: The School District Inventory and Grade Range File for a state may contain **more than one school district with the same name**. These school districts have "E" in the **flag field** to indicate that two different school districts have the same name. Please review the names of these school districts and submit changes, where necessary. Use the Federal LEA ID numbers as a means to individually identify the school districts that share the same name, or use the county references for each school district that appears in the School District County Coverage File.

#### Census Bureau Grade Ranges

Another new request of the 2003-2004 School District Review Program is for states to review and update the grade ranges shown in the **School District Inventory and Grade Range File**. Submit changes to the Census Bureau as follows:

- Annotate changes on a paper copy of the file, or
- Add an additional field(s) to the file where your changes are entered.

## Definition of the Census Bureau's Grade Ranges

The Census Bureau uses the set of grades for which each school district is financially responsible as its grade range. We use original obligation, not the provision of educational services, to define financial responsibility. We use this set of grades, based on financial responsibility, to assign the data for each child to exactly one school district.

A school district is financially responsible for the education of all children in a geographic area if it is the only district serving that area. It may meet that responsibility by 1) operating schools that provide education to children in all grades, or 2) by operating schools that provide education for children in some grades and paying another school district to provide education for the children in the remaining grades, or 3) not operating any schools, but paying another school district to provide education to all the school district's children.

If the children in a geographic area are served by an elementary school district, and also served by a separate high school district that receives no payment from the elementary district, then the two school districts share the geographic area and financial responsibility is divided between them. The grade ranges on the listing should show which district is financially responsible for the children in each grade. The grade ranges listed for each of the two school districts may not overlap, and every grade must be assigned to one of the school districts.

Responsibility for a particular grade exists even if, from time to time, there are no children in that grade living in the service area of the school district. Thus a school district that would be responsible for providing 6th grade schooling, if there were children in that grade, should appear on the listing with the "6th grade" in its grade range.

## Pseudo School Districts

The Census Bureau **has created a pseudo school district** for each school district that is financially responsible for providing education for one set of grades in one geographic area and also financially responsible for a different set of grades in a different geographic area. For example, a school district that is financially responsible for grades K-12 in one area is also financially responsible for grades 9-12 in a different area where it shares financial responsibility with an elementary school district. These pseudo districts are identified in the file by a flag with a value of "A." In addition, the Census Bureau assigns them a pseudo Federal LEA ID number and a school district name that is slightly different than the official name of the school district.

Currently, these Census Bureau defined pseudo school districts exist only in Massachusetts, Oregon, South Carolina, and Tennessee. Please report all other school districts that fit the above description. Contact us before submitting a new pseudo school district if you are unsure whether it meets the criteria. When submitting a pseudo school district, please provide the following information:

- Official School District Name and Federal LEA ID number
- Alternate Grade Range
- Service Area of Alternate Grade Range

NOTE: If the service area of a pseudo school district is coextensive with the entire service area of the school district with which it divides the financial responsibility for all children, then there is no need to annotate the service area on maps. Its area can be defined by naming the school district that shares the service area. As with all other pseudo school districts, the Census Bureau will assign the name and code for the pseudo district.

### **New, Consolidated, Annexed, or Dissolved School Districts**

Most new school districts are the result of school district consolidations. From a geographic perspective, consolidations can be either **simple consolidations**, where two or more school districts merge and there is no change in the overall boundaries of the former school districts, or **complex consolidations**, where the merger also includes a boundary change that affects the boundary of a school district that is not part of the newly created school district. Similarly, annexed school district changes can either be simple annexations, where the entire former area of a school district is absorbed by an existing school district, or complex annexations, where the area of the annexed/dissolved school district is acquired by more than one existing school district.

**We do not require map submissions for simple consolidations or simple annexations. For simple consolidations we only require a written submission that includes** the name of the new school district, its Federal LEA ID number (if known), its financially responsible grade range (see definition above), the names and Federal LEA ID numbers of the old school districts that make up the consolidation, and the names or FIPS codes of the counties in which the new school district is located. Similar information is needed for simple annexations; old school district name and Federal LEA ID number, name and Federal LEA ID number of the school district that is annexing the former school district, and the counties in which the annexed school district was located.

In addition to the above requested information to be included in a written submission, the submission of all other types of new school districts and/or school district annexations that **cannot be categorized as simple**, must include the new school district boundaries and Federal LEA ID numbers **annotated on the Census Bureau provided maps** (see Section IV for map annotation guidelines).

NOTE: The assignment of Federal LEA ID numbers for school districts that are new for the 2003-2004 school year may not occur before your response to this program is due. **The Census Bureau will accept the submission of new school districts without the official Federal LEA ID numbers when the ID numbers have yet to be assigned.**

Annotate the new school district name on the maps in lieu of the Federal LEA ID number if none has been assigned to the new school district.

For Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont, where all or most school districts are coextensive with the boundaries of local governments, the reporting of new school districts and annexations can be annotated on the School District Relationship listings that are enclosed (see Section V), provided that the changes involve entire local governments.

### **Boundary Changes or Corrections to Existing School Districts**

We request that all changes or corrections to the boundaries of existing school districts be annotated on the enclosed 2003-2004 School District Annotation Maps, with the exception of simple consolidations or annexations that do not require map annotation as mentioned above. Guidelines for annotating school district boundary changes and new school district boundaries are provided in Section IV.

### **Printing Census Bureau Maps**

The 2003-2004 School District County Index maps and the 2003-2004 School District Annotation maps are designed for printing on large format ("E" size) printers. If you do not have access to or knowledge of the location of a large format printer, we recommend that you contact the State Data Center in your state for assistance in printing these maps. A list of the State Data Center contacts is located at:  
<<http://www.census.gov/sdc/www/>>.

The Census Bureau **will print paper copies of the maps upon request** if you are unable to receive printing assistance from the State Data Center. Please send your request via email to:

[school04@geo.census.gov](mailto:school04@geo.census.gov)

Please ensure that your request is limited to the specific maps needed for annotating the school district boundary changes. Please do not send requests for the entire set of maps for a county unless absolutely necessary.

The **deadline** for submitting a request for paper copies of the maps is **January 16, 2004**.

### **Electronic Submission of School District Boundary Changes**

The Census Bureau accepts the submission of school district boundary information via digital files provided that the local files are derived from the Census Bureau's TIGER/Line files. Currently, the Census Bureau cannot process digital school district boundary files if the local files are not derived from TIGER/Line files. This is due to the coordinate differences between the physical features in the Census Bureau TIGER

database and physical features in the local databases. **See Section VI for instructions for creating and submitting digital school district boundary files.**

**NOTE: Electronic submission of school district boundary files must be accompanied by written documentation for those changes reflected in the electronic boundary files that affect the school district inventory, the school district names, the Federal LEA ID numbers, and where existing school districts are either extending into new counties or being removed from counties.**

#### IV. GUIDELINES FOR USING THE 2003-2004 SCHOOL DISTRICT ANNOTATION MAPS

The Census Bureau has created a set of 2003-2004 School District Annotation Maps for your state and has enclosed them as PDFs. These maps are very similar to the maps that the Census Bureau furnished for previous school district programs.

The maps are arranged in county-based map series consisting of one county index map and multiple large-scale annotation maps. The maps are arranged on the CD in county folders. The county folders are named "stcou\_County Name" where "st" represents the two-digit FIPS state code and "cou" represents the three-digit FIPS county code. For example, the county folder name for Cook County, Illinois would be "17031\_Cook." Each individual map PDF file is named "COU\_<st><cou>\_<nnn>.pdf". The "nnn" that is part of the map sheet file name represents the map sheet number with "000" assigned to the county index map, and "001" assigned to annotation map sheet number 1, and so forth. For example, map sheet 15 for Cook County, Illinois would be "COU\_17031\_015.pdf."

##### County Index Map

The county index map can be used to identify the general location of school districts within the county. It displays the boundaries and Federal LEA ID numbers of the school districts, all roads in the county (only major roads are named), and the location of places.

USE THE COUNTY INDEX MAPS ONLY AS REFERENCE MAPS, DO NOT ANNOTATE SCHOOL DISTRICT BOUNDARY CHANGES ON THEM.

The maps display the school districts in three categories; unified (K-12), secondary, and elementary. The Census Bureau has assigned each school district to one of these categories based on the **operational** grade range of the school district, not on its financially responsible grade range (even if that is different than its operational grade range). For example, a school district will appear on the maps as an elementary school district if it operates K-8 schools and pays another school district to provide education for children in grades 9-12.

The area of each elementary and unified school district appears on the map in a UNIQUE color/pattern combination. The BORDER of the county index map includes a key that displays all of the school district patterns displayed on the maps along with the Federal LEA ID number that represents the school district that is associated with that color/pattern combination. The boundaries for secondary school districts appear on the county index map as solid black lines and their Federal LEA ID numbers are displayed in black on the map.

Overlaid on the map is a grid that represents the layout of the annotation map sheets. The area of each annotation "parent" map sheet is represented by a gray rectangle with the map sheet number appearing in the middle of the rectangle.

Where necessary, inset maps are created to provide a larger scale map for areas that are too congested to be shown clearly on the parent maps. Inset maps are identified either by a letter of the alphabet, or where multiple inset maps are created for a location, by a letter and a number. The area of an inset map or cluster of inset maps is shown on the county index map and parent map as a gray rectangle with the letter of the inset (the layout of multiple inset maps is not shown on the county index map or parent map).

### **2003-2004 School District Annotation Maps**

These maps are the large-scale maps that show the school district boundaries, codes, and school district names in much greater detail than the county index maps. In addition to the school district information, these maps contain all physical features and the boundaries of legal entities that are contained in the Census Bureau TIGER database.

School district boundaries are shown on these maps as follows: **Unified** as wide-screened continuous **green lines**, **elementary** as thin solid continuous **red lines**, and **secondary** as **blue triangles**. The school district names and Federal LEA ID numbers are shown in the same colors as the boundaries.

The Census Bureau encourages state officials to use these annotation maps to:

- Perform a detailed review of school district boundaries
- Annotate school district boundary changes

### **School District Boundary Annotation Guidelines**

#### **General Map Annotation Guidelines**

- **Restrict all school district boundary and code annotations to the subject county** even though the map sheets may contain the areas of adjacent counties. If a school district change crosses a county boundary, use the map sheet for the county into which the boundary continues. (The name of the subject county is in the lower right corner of each map sheet.)
- Make school district boundary change annotations neatly. Use a straight edge for drawing straight lines. When a school district boundary follows a feature on the map such as a road, annotate the boundary on top of the feature, do not meander on and off of the feature.

- Make sure that boundary annotations match from one sheet to the adjacent sheet. When annotating a boundary change that continues onto an adjacent map sheet, put the map sheets together and compare the annotations. Ensure that the boundary lines align along the sheet edges, and ensure that the school district codes are the same on both map sheets.
- Make sure that you have completed the entire boundary change.

### **Illustration of Map Annotation Principles**

- Enclosed are illustrated color examples that depict various types of school district boundary changes that are used as examples. Most of the examples illustrate changes for states that contain elementary and secondary school districts (see below) in addition to the examples of changes for unified school districts. Refer to the examples when recommended.

The examples that show existing school district boundaries use wider boundary lines and taller school district numbers. The narrower boundary lines and shorter school district numbers are examples of school district boundary changes being annotated on the map sheet.

### **Annotation Guidelines**

- Use the correct colored pencil for each type of school district change. **Select the colored pencil that represents the type of school district that *is adding territory*.**
  1. **Use green to show additions to unified school districts.** Examples 1 and 3 show unified school district 33040 adding territory. Example 1 is a change between two unified school districts with school district 33040 adding territory from unified school district 73140. Example 3 shows unified school district 33040 adding territory from elementary school district 56320 and secondary district 13550.
  2. **Use red to show additions to elementary school districts.** Examples 4 and 5 show elementary school district 26560 adding territory. Example 4 shows a change between elementary school district 26560 and unified school district 33040, with elementary school district 26560 adding territory. Example 5 shows elementary district 26550 adding territory from elementary district 56320.
  3. **Use blue to show additions to secondary school districts.** For changes like Example 4, where the updated boundary is the same for both the elementary and secondary school district, annotate the boundary in **red**

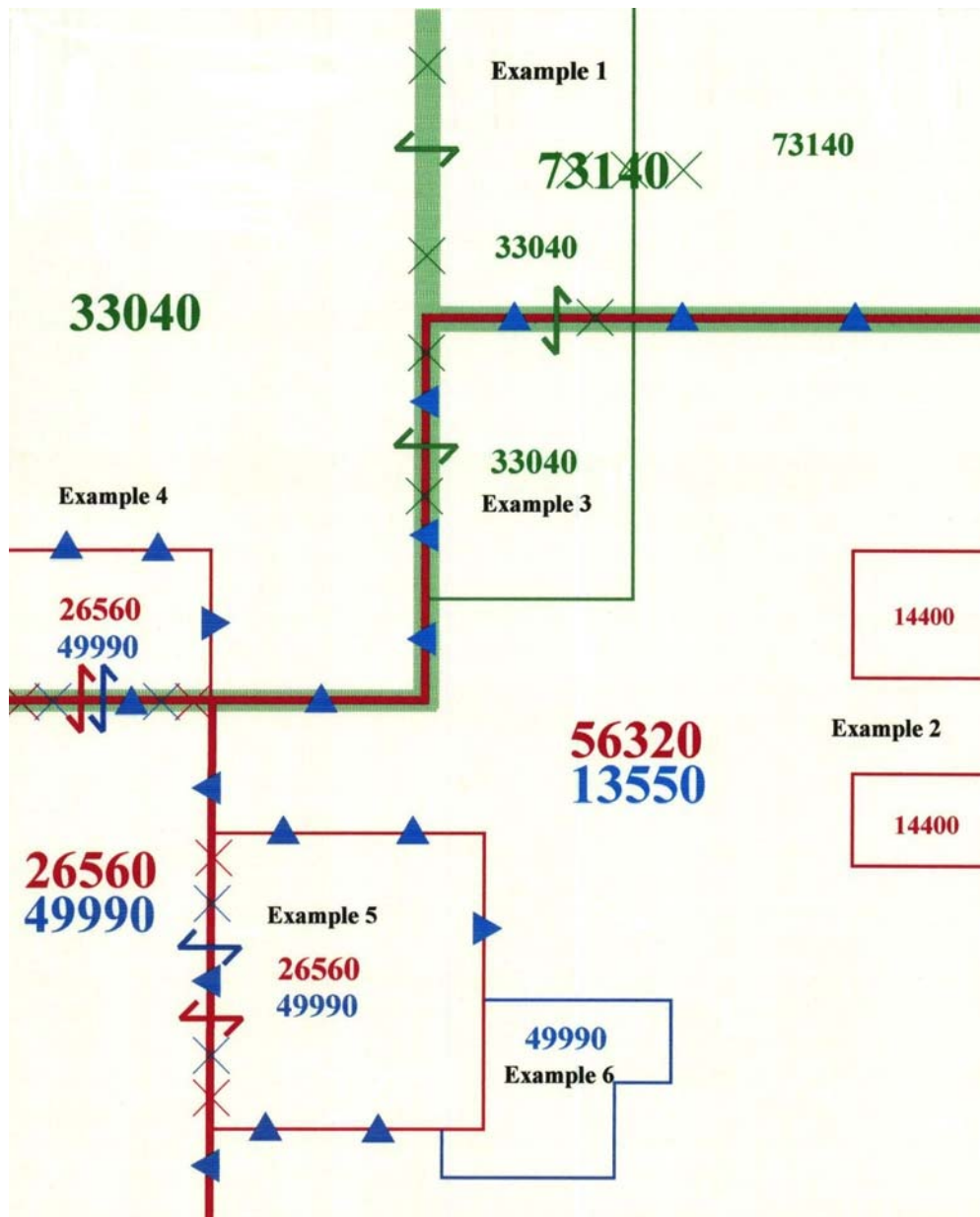


pencil and **draw blue triangles on top of the red line.** This eliminates the need to draw both a red line and a blue line side by side.

Example 6, where the **secondary school district boundary is not following the boundary of an elementary school district, annotate the changed secondary boundary as a blue line.**

- Use "Xs" to cross out the superseded school district boundaries and place *fishhooks* across them. Examples 1, 3, 4, and 5 illustrate using Xs and fishhooks across superseded school district boundaries. **The color of the Xs and fishhooks should be for the type of school district that is adding area.**
- Annotate the five-digit Federal LEA ID numbers on the maps when:
  1. The area formed by the boundary change is a separate discontinuous part of the school district, or
  2. The school district change extends onto an adjoining map sheet (see Example 2).
- Label all separate pieces of a school district (Example 2). Use arrows if the pieces are small or numerous, when necessary.
- Cross out all school district codes that are no longer within the area that they represent. This is illustrated in Example 1 where the code for school district 73140 is partly within the area added to school district 33040.

## Illustrated Examples of School District Annotations



## V. GUIDELINES FOR USING THE SCHOOL DISTRICT RELATIONSHIP FILES

Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont are the only states that the Census Bureau is providing "ssSDListing-bySD.txt" and "ssSDListing-byGEO.txt" files because most of the school districts in these states are coextensive with one or more incorporated places and/or county subdivisions.

The two files for each state contain the same records, a record for each unique combination of school district and incorporated place or school district and county subdivision. One file is sorted by Federal LEA ID number (ssSDListing-bySD.txt) and the other file (ssSDListing-byGEO.txt) is sorted by geography (county/county subdivision).

The field layout for each file is:

Field 1:	Federal LEA ID number (last five characters, omitting the state code) and the school district type (E=elementary, S=secondary, and U=unified).
Field 2:	School district name
Field 3:	School district part designation (N/A for some states)
Field 4:	State (2 characters), county (3), and county subdivision (5) FIPS codes
Field 5:	County subdivision name
Field 6:	FIPS place code
Field 7:	Place name

NOTE: A "P" in Field 3 indicates that the listed school district does not cover the entire county subdivision/incorporated place. Refer to the school district annotation maps to review the portion of the school district boundary that does not follow a legal entity boundary.

We request that you check the school district geographic coverage for each county subdivision and incorporated place in your state, and also verify the school district types (use the School District Inventory and Grade Range File to review and correct school district names and grade ranges).

Annotate changes on a printed copy of one of the files, and ensure that all affected records are modified, where necessary. Section IV contains guidelines for annotating boundary changes where the school district boundary is not following the boundary of a legal entity.

## **VI. GUIDELINES FOR SUBMITTING DIGITAL BOUNDARY FILES**

The Census Bureau accepts the submission of school district boundary information via digital files provided that the physical features and their associated coordinates that are contained in the local files were originally derived from the Census Bureau's TIGER/Line files.

**CONTACT THE CENSUS BUREAU IMMEDIATELY IF YOU ARE CONSIDERING THE SUBMISSION OF DIGITAL SCHOOL DISTRICT BOUNDARY FILES.**

- Contact the Census Bureau if your state has not previously submitted digital school district boundary files. We need to evaluate your school district boundary data to determine how well the school district boundaries in your file align with the features in our TIGER database.
- Contact the Census Bureau if your state has previously submitted digital school district boundary files. The Census Bureau is in the midst of a large project where features in the TIGER database are being realigned to more accurate coordinates. In some cases, the school district boundaries are being realigned to match school district boundaries that are in local files. We may need to furnish you with a TIGER/Line file that includes the realigned features and school district boundaries.

### **General Submission Guidelines**

The following are some general requirements for submitting files:

#### **File Formats**

There are numerous GIS submission formats, however, the Census Bureau prefers the GIS submissions be in one of the following two formats (procedures for creating the preferred formatted files are provided later in this section):

- Arc/INFO Export format (\*.E00)
- ArcView Shapefile format
- The files must be in Geographic Coordinate System (GCS) NAD 83 format

**NOTE:** If you wish to submit school district boundaries in a format other than one of the above formats, such as MapInfo, please contact the Census Bureau for special instructions.

## File Content

- Submit county-based files, not statewide files.
- For those states that submitted digital files for the 2001-2002 program, submit only those counties where changes or corrections have been made to your files since your previous submission. For those states that are submitting digital boundary files for the first time, please submit files for all counties to ensure that the boundaries in the TIGER database match those in your files.
- Submit a list containing all school district consolidations and annexations for the state. This list should contain the names of the new school districts, their Federal LEA ID number, if known (if not known then the pseudo codes that represent new school districts in the digital file), its financially responsible grade range (see definition above), the names and Federal LEA ID numbers of the school districts that are being annexed or merged, and the names or FIPS codes of the counties in which the consolidation or annexation occurs.

## General Submission Instructions

- Compress the E00 file and attribute text file(s) for each county into one ZIP formatted file for each county. If submitting school districts by shapefile, submit one ZIP formatted file for each county.
- Name the county-based ZIP files by using the two-digit state FIPS code and the three-digit county FIPS code. For example, the file name for Arthur County, Nebraska should be 31001.zip (31 is the FIPS code for Nebraska and 001 is the FIPS code for Arthur County).
- The state-based file that contains information on school district consolidations and annexations can be either an ASCII text file or an MS Word file. Include the state name or state postal abbreviation in the name of this file.
- FTP files to the following FTP address:

**<ftp://ftp2.census.gov/pub/incoming/geo/SD/ssccc.zip>**

### **Submitting Files in Arc/INFO E00 Format**

If school district boundaries are in coverage format, submit an E00 ESRI export file that contains all the school districts for a county. The E00 file must be TIGER/Line-based and in GCS NAD 83 format.

In addition to the E00 spatial export file, submit correctly formatted school district attribute comma delimited text files for each school district level in the county (i.e., unified = sduni.txt, secondary = sdsec.txt, and elementary = sdelm.txt) where all superfluous blanks, carriage returns, and special characters have been removed. The text file is a label point file that is created in Arc/INFO. The file consists of three fields: the first field contains the five-digit Federal LEA ID number, in text format with leading zeros (if applicable), and the last two fields contain label point coordinates in decimal degrees for each school district polygon in the coverage (i.e., longitude and latitude). The following is an example of a correctly formatted text record:

- 00001,-119.263459,35.855980

### **Submitting Files in ArcView Shapefile Format**

If you are unable to make a submission via E00 files, then submit a county-based shapefile that contains all the school districts within each county. (Do not submit an individual shapefile for each school district level in a county)

The shapefile must be TIGER/Line based and in GCS NAD83 format. In addition, the attribute table (\*.dbf) must contain one to three fields (depending on the number of school district levels in the county) that contain the five-digit Federal LEA ID number for each school district in the county. Use the following field naming convention: Elementary, Secondary, and Unified. For example, if the county contains both elementary and unified school districts, then the attribute table for the shapefile must contain a text defined Elementary field and a text defined Unified field, but not contain a Secondary field. The fields must be in text format and include leading zeros for the five-digit Federal LEA ID numbers, where necessary.

### **Procedures for Creating an Arc/INFO Export File**

The following are the steps involved in converting an exiting Arc/INFO county-based school district coverage into a GCS decimal degree NAD 83 format, and the steps for creating an Arc/INFO export file from the converted school district coverage file.

#### **Converting a School District Coverage File Into GCS NAD 83 Format**

Unless the projection of your file is in GCS decimal degree NAD83 format, you will need to convert the school district coverage from its current projection into GCS format.

In the following command statement examples, <input> refers to the name of the unprojected coverage, <output> refers to the name of the new coverage to be created, and {projection\_file} refers to the name of the projection file.

The following instructions are provided as an example of the conversion of a UTM projected coverage into GCS NAD 83 format. Enter the following at the Arc prompts:

```
Arc: project cover <input> <output> {projection_file}
Project: Input
Project: Projection UTM
Project: Zone 13
Project: Datum NAD27
Project: Parameters
Project: Output
Project: Projection Geographic
Project: Units dd
Project: Datum NAD83
Project: Parameters
Project: end
```

The next set of Arc commands are necessary to 1) create a new centroid for each polygon in the new coverage, 2) move them inside each of the polygons, and 3) add the coordinate information of the new centroid to the “.PAT” of the new coverage. Enter the following at the Arc prompts:

```
Arc: createlabels file
Arc: centroidlabels file inside
Arc: addxy file point
```

The next step is the verification of the one-to-one relationship of centroid to polygon in the converted coverage. An error message will appear after the command is executed. Enter the following command:

```
Arc: labelerrors file
```

If the centroid to polygon relationship is correct, then the error message will only list polygon “1,” which as the universal polygon does not have a centroid label point.

### Creating Text Files

Next, create the text file(s) that contain the centroid coordinates and the Federal LEA ID numbers for each polygon in the coverage. Create a separate text file for each school district class (unified, secondary, and elementary) if the county contains school districts of more than one class.

When naming the text files, it is easiest to simply use the school district level from the “.PAT” that contains the Federal LEA ID number and give it an extension of .txt.

The following are steps to create a “.txt” file of elementary school districts. In addition, it is important to remember that Arc/INFO is case sensitive. The example below uses ‘ELEMENTARY’ as the field descriptor. If your field descriptor differs, please substitute your school district field name in the place of ‘ELEMENTARY’ or you will submit the wrong school district codes.

Enter the following at the prompts:

**Arc: info**

**ENTER USER NAME> arc**

**ENTER COMMAND> SELECT FILE.PAT** (this command statement only needs to be issued once)

**ENTER COMMAND> OUTPUT ../sdelm.txt INIT** (the name and the .txt extension must be lower case)

**ENTER COMMAND> PRINT ELEMENTARY,X-COORD,Y-COORD**

**ENTER COMMAND>OUTPUT XXXNSP**

Repeat the steps above for the other school district classes in the county (if applicable). When you are finished, one or more of the following files (depending on the school district levels in the county) should appear in your workspace directory:

sdelm.txt  
sdsec.txt  
sduni.txt

Use a text editor to edit the text file(s) to replace spaces with commas and to create uniform length records, where possible. Each record in the text file represents a polygon centroid and contains three fields: Federal LEA ID number, the longitude coordinate, and the latitude coordinate. These fields are initially delimited with a space between the fields. The spaces need to be replaced by commas so that the records contain no spaces. In addition, leading zeros need to be added to the records that contain Federal LEA ID numbers with fewer than five digits. For example, school district 00320 will appear in the file as 320, but should be changed to 00320.

The following is an example of how all records should appear in the text files:

- 00001,-119.263459,35.855980

Note: Records with longitude coordinates of 100 degrees or greater will be one place longer than those that have longitude coordinates of 99 degrees or less.



## Creating the E00 Export File

The final step is to export the Arc/INFO coverage into an \*.e00 file. Enter the following command:

**Arc: export cover file SSCCC**

Successful completion of all of the above steps should result in a county based \*.E00 file that contains all the school districts for the county, and one to three text files depending on the number of school district levels in the county.

## Procedures for Creating an Arc/INFO Export File from Shapefile Format

### Creating a School District Arc/INFO Coverage

The following procedures are for converting a county-based shapefile formatted school district file into an Arc/INFO coverage. Skip this section if you do not have Arc/INFO or do not wish to go through this process (the next section provides information on how to submit ArcView shapefiles.)

Merge all school district layers into one county-based shapefile. Once the school district boundaries are merged into one ArcView shapefile, the file must be imported into Arc/INFO in order to build topology between the school district polygons.

The following are the required steps for converting a shapefile into an Arc coverage.

Note: the following procedures assume that the ArcView shapefile is in GCS NAD83 format. If your shapefile is already projected, then skip over steps 2 and 3.

The first step is to create an Arc coverage from the shapefile. At the Arc prompt type the following:

**Arc: shapearc <in\_shape\_file> <out\_file> {out\_subclass}**

- <in\_shape\_file> = refers to the name of the shapefile (i.e., file). Do not include the .shp extension at the end of the name of the shapefile.
- <out\_file> = is the name of coverage for the shapefile (i.e., file1).
- {out\_subclass} = To ensure the shapefile's attributes are written to its polygon attribute table (.PAT), a subclass name must be provided (i.e., type).

The next step is to change the projection from GCS NAD 83 format to Albers (standard Census Bureau projection) for the new coverage. A file that is in GCS NAD 83 format must always be projected or critical spatial information maybe lost or distorted. The following reason was extracted from ESRI's ArcInfo documentation:

”Do not run CLEAN on a geographic coverage. Geographic covers have units in decimal degrees, decimal seconds, radians, etc. These units are designed to measure angles. They do not measure distances. They represent a spherical coordinate system and should not be confused with a 2D rectilinear coordinate system upon which commands like CLEAN, BUFFER, and UNION as well as all other overlay processes are designed to work. You must first PROJECT your geographic cover to a suitable projection to convert your angles of latitude/longitude using angular units to a 2D rectilinear Cartesian coordinate system using rectilinear units like Feet, Meters, Kilometers, etc.”

If the shapefile was already projected, then skip the next two sections and proceed to the instructions on cleaning the coverage.

Enter the following commands at the prompt:

```
Arc: project cover file1 file2 poly
Project: input
Project: projection geographic
Project: units dd
Project: datum nad83
Project: parameters
Project: output
Project: projection albers
Project: units feet
Project: datum nad83
Project: parameters
1st Standard Parallel: 29 30 00
2nd Standard Parallel: 45 30 00
Central Meridian: -96 00 00
Latitude of Projection's Origin: 24 23 45
False Easting (meters): 0
False Northing (meters): 0
Project: end
```

After projecting the coverage, the next step is to set the tolerance. Tolerances define the resolution of coordinates in a coverage. To do this, enter the following:

```
Arc: tolerance file2 fuzzy .00000000000000000001
Arc: tolerance file2 dangle .000000000001
```

The next step is to clean the coverage. The clean process builds polygon topology. To do this, enter the following:

```
Arc: clean file2
```

The next step is to separate the school district regions within the coverage into individual school district polygons. Enter:

**Arc: regionpoly <in\_cover> <out\_cover> <in\_subclass> <out\_table>**

- <in\_cover> = the name of the coverage (file2)
- <out\_cover> = the name of the polygon coverage (file3)
- <in\_subclass> = the name of the subclass (type)
- <out\_table> = name of the info table to be created (file3.safe)

Before creating label points, you must convert the file into GCS NAD 83 format by entering the following commands:

**Arc: Project cover file3 file4**  
**Project: output**  
**Project: projection geographic**  
**Project: units dd**  
**Project: datum nad83**  
**Project: parameters**  
**Project: end**  
**Arc: Build file4**

The next set of Arc commands are necessary to 1) create a new centroid for each polygon in the new coverage, 2) move them inside each of the polygons, and 3) add the coordinate information of the new centroid to the “.PAT” of the new coverage. Enter the following at the Arc prompts:

**Arc: createlabels file4**  
**Arc: centroidlabels file4 inside**  
**Arc: addxy file4 point**

The next step is the verification of the one-to-one relationship of centroid to polygon in the converted coverage. An error message will appear after the command is executed. Enter the following command:

**Arc: labelerrors file4**

If the centroid to polygon relationship is correct then the error message will only list polygon “1,” which as the universal polygon does not have a centroid label point.

### **Creating a Text File**

Next, create the text file(s) that contain the centroid coordinates and the Federal LEA ID numbers for each polygon in the coverage. Create a separate text file for each school district class (unified, secondary, and elementary) if the county contains school districts

of more than one class.

When naming the text files, it is easiest to simply use the school district level from the “.PAT” that contains the Federal LEA ID number and give it an extension of .txt.

The following are steps to create a “.txt” file of elementary school districts. In addition, it is important to remember that Arc/INFO is case sensitive. The example below uses ‘ELEMENTARY’ as the field descriptor. If your field descriptor differs, please substitute your school district field name in the place of ‘ELEMENTARY’ or you will submit the wrong school district codes.

Enter the following at the prompts:

```
Arc: info
ENTER USER NAME> arc
ENTER COMMAND> SELECT FILE4.PAT (this command statement only needs
to be issued once)
ENTER COMMAND> OUTPUT ../sdelm.txt INIT (the name and the .txt
extension must be lower case)
ENTER COMMAND> PRINT ELEMENTARY,X-COORD,Y-COORD
ENTER COMMAND> OUTPUT XXXNSP
```

Repeat the steps above for the other school district classes in the county (if applicable). When you are finished, one or more of the following files (depending on the school district levels in the county) should appear in your workspace directory:

```
sdelm.txt
sdsec.txt
sduni.txt
```

Use a text editor to edit the text file(s) to replace spaces with commas and to create uniform length records, where possible. Each record in the text file represents a polygon centroid and contains three fields: Federal LEA ID number, the longitude coordinate, and the latitude coordinate. These fields are initially delimited with a space between the fields. The spaces need to be replaced by commas so that the records contain no spaces. In addition, leading zeros need to be added to the records that contain Federal LEA ID numbers with fewer than five digits. For example, school district 00320 will appear in the file as 320, but should be changed to 00320.

The following is an example of how all records should appear in the text files:

- 00001,-119.263459,35.855980

Note: Records with longitude coordinates of 100 degrees or greater be one place longer than those that have longitude coordinates of 99 degrees or less.

### Creating the E00 Export File

The final step is to export the Arc/INFO coverage (file) into an .e00 file. Enter the following command:

**Arc: export cover file4 SSSCC**

Successful completion of all of the above steps should result in a county based \*.E00 file that contains all the school districts for the county, and one to three text files depending on the number of school district levels in the county.

See instructions above for transmitting the .E00 file to the Census Bureau.